DOCUMENT RESUME

ED 207 914 SO 013 642

AUTHOR Lloyd, Janice Holm
TITLE Consumer Economics Education in Michigan Schools: Report of the 1980 Survey.
INSTITUTION Eastern Michigan Univ., Ypsilanti. Consumer Education Center.
SPONS AGENCY National Bank of Detroit, Mich.
PUB DATE Dec 80
NOTE 33p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Consumer Economics; Core Curriculum; Educational Research; Elective Courses; Elementary Secondary Education; State Surveys
IDENTIFIERS *Michigan

ABSTRACT

A status report of consumer economics education in Michigan schools is contained in this publication. A statewide survey of all public school districts in Michigan was undertaken in 1980. The survey report is intended to stimulate communication and action among educators to improve the quality of consumer economics programs in Michigan schools. Included among the findings are the following. Twenty-eight percent of Michigan's 535 public school districts currently require students to take a separate consumer economics education course for graduation. Sixty-three percent of the districts offer a separate course as an elective, including 52 districts which also have a required course. Eight-one percent of Michigan's public school districts now have one or more separate courses in consumer economics education in the curriculum. Two-thirds of the required courses is taught by social studies faculty, with the remainder taught by home economics and business educators. Of the districts which offer elective courses and report faculty subject areas, nearly half are offered by the home economics department. Nineteen-percent of the districts do not have separate consumer economics education. Included in the appendix are the survey form and a suggested procedure for implementing consumer economics education at all levels. Sources of additional information and assistance are also provided. (Author/RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED207914

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Janice Holm Lloyd

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CONSUMER ECONOMICS EDUCATION IN MICHIGAN SCHOOLS: REPORT OF THE 1980 SURVEY

Principal Investigator: Janice Holm Lloyd
Project Director: Rosella Bannister

Michigan Consumer Education Center
College of Education
Eastern Michigan University
Ypsilanti, Michigan 48197

December, 1980

SP 013 642

Appreciation is given to the NATIONAL BANK OF DETROIT for providing funds to conduct this survey, and to the respondents in each of the 535 Michigan Public School Districts.

TABLE OF CONTENTS

		Page
I.	NEED AND PURPOSE	1
II.	HIGHLIGHTS OF THE 1980 SURVEY	3
III.	REPORT OF THE 1980 SURVEY FINDINGS	5
	A. Districts with a Required Course in Consumer Economics	5
	B. Districts with Both Required and Elective Courses in Consumer Economics	7
	C. Districts with Elective Courses in Consumer Economics	8
	D. Districts with No Separate Course in Consumer Economics	12
	E. Interdisciplinary Programs in Consumer Economics	14
	F. Names of Consumer Economics Courses	16
	G. Needs and Issues Related to Strengthening Consumer Economics	17
IV.	APPENDIX	19
	Methodology and Limitations of the Survey	20
	Survey Form	21
	A Suggested Procedure for Implementing Consumer Economics Education	25
	Sources of Additional Information and Assistance	28

I. NEED AND PURPOSE

Consumer economics teachers and curriculum coordinators throughout Michigan frequently ask the following questions of the Michigan Consumer Education Center staff:

> Which Michigan school districts require a course in consumer economics for graduation?
>
> How many districts offer an elective consumer economics course rather than a required course?
>
> Who teaches consumer economics -- in which departments?

The Michigan Department of Education Instructional Specialists in Social Studies and in the Consumer Home Economics unit have also expressed a need for an update on the status of consumer economics education in Michigan schools.

Two previous surveys on this topic have been conducted in Michigan. In 1973, the Michigan Consumers Council surveyed secondary schools, and in 1976 a similiar survey was conducted by the Michigan Consumer Education Center. In the 1976 survey, 42 districts reported that they had a required consumer economics course. No accurate measure of statewide consumer economics program growth is currently available because the 1976 survey results did not include reports from every district. The 1980 survey is the first collection of data on consumer economics education from 100% of Michigan's public school districts.

The 1980 survey reflects a growing interest in consumer economics education which was stimulated by Michigan Public Act 451 of 1976 which states:

> The Michigan Department of Education shall develop and make available to districts a recommended curriculum guide including recommended materials for use in schools for teaching consumer economics as a separate course or as parts of other courses.

In response to this law, the Michigan Department of Education published in 1979 and distributed the Michigan Consumer Economics Education Guidelines to each school district in Michigan.

Because significant numbers of educators, as well as representatives of business, government and the community, feel that consumer economics education should be available to all students in Michigan schools, the 1980 Survey of the Status of Consumer Economics Education in Michigan schools can serve the following purposes:

- Identify school districts in which required and/or elective courses are currently scheduled.
- Provide teachers and curriculum planners with examples and sources of information about existing courses.
- Establish a benchmark from which to chart the growth and development of consumer economics in Michigan schools.
- Identify future staff and program development needs of teachers and curriculum planners.

It is our hope that this Survey Report will stimulate further communication and action among educators to improve the quality of Consumer Economics programs in Michigan schools. We believe that all students should have the opportunity to gain the knowledge and skills needed to manage their economic resources and to participate as citizens in decisions which affect consumers and producers within our social, political and economic systems.

II. HIGHLIGHTS OF THE 1980 SURVEY OF CONSUMER ECONOMICS EDUCATION IN MICHIGAN SCHOOLS

- Each of Michigan's 535 public school districts participated in the 1980 Survey of the Status of Consumer Economics Education in Michigan Schools.

- Twenty-eight percent of Michigan's 535 public school districts currently require students to take a separate consumer economics education course for graduation. (151 districts)

- Sixty-three percent of the districts offer a separate course as an elective, including 52 districts which also have a required course. (337 districts)

- Eighty-one percent of Michigan's public school districts now have one or more separate courses in consumer economics education in the curriculum. (436 districts)

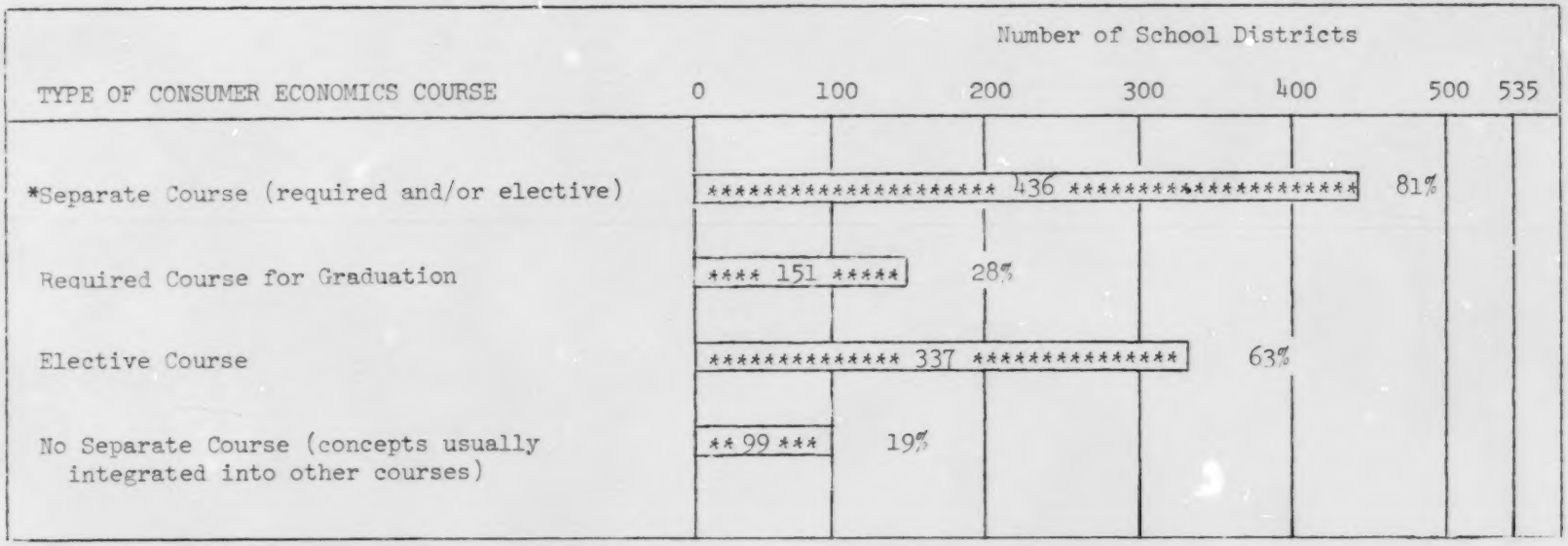
- Two-thirds of the required courses for which the information was reported are taught by social studies faculty, with the remainder taught by home economics and business educators.

- Of the districts which offered elective courses and reported faculty subject areas, nearly half are offered by the home economics department. The balance of the elective courses are offered, in order of frequency, by the business, social studies, math, science and health departments.

- Most districts report that consumer economics education units and individual concepts are also incorporated into existing courses, primarily in social studies, home economics, business, math and career education.

- Nineteen percent of the districts do not have separate consumer economics education. Many of these 99 school districts reported local planning for the integration of consumer economics units and concepts into other required and elective courses.

INCIDENCE OF SEPARATE CONSUMER ECONOMICS EDUCATION COURSES IN THE 535 PUBLIC SCHOOL DISTRICTS OF MICHIGAN IN 1980



*52 districts, 10%, offer both required and elective courses.

III. REPORT OF 1980 SURVEY FINDINGS

A. Districts with a Required Course in Consumer Economics

Of the 535 public school districts, 151 (28%) require their students to take a course with consumer and/or economic concepts as the primary focus of the course. Two-thirds of the required courses for which subject areas were reported are taught by social studies faculty. The remainder are taught, in order, by home economics and business education faculty.

151 MICHIGAN PUBLIC SCHOOL DISTRICTS WHICH HAVE A CONSUMER AND/OR ECONOMIC EDUCATION COURSE AS A LOCAL REQUIREMENT FOR GRADUATION

(Includes 52 districts which also have elective courses.)

Addison
Ashley
Athens
Atlanta
Bangor
Baraga Township
Battle Creek
(Battle Creek) Lakeview
Bellevue
Boyne City
Brighton
Brimley
(Burton) Atherton
Byron
Byron Center
Cadillac
Calumet
Capac
(Carney) Carney-Nadeau
(Cedarville) Les Cheneaux
Central Lake
Centreville
Charlevoix
(Climax) Climax-Scotts
Clinton
Coleman
Colon
Concord
(Cooks) Big Bay de Noc
Covert
(Custer) Mason County Eastern
(Dearborn Hgts.) North Dearborn Hgts.
Detroit
Dexter
Dowagiac Union
Dryden
Durand
Ecorse
Edwardsburg
Ellsworth
Engadine
(Essexville) Essexville-Hampton
Evart
Fairview
Farwell
Fennville
Fenton
(Fenton) Lake Fenton
Ferndale
Flint
(Flint) Kearsley
(Flint) Westwood
Frankenmuth
Frankfort
Fruitport
Gaylord
Gladwin
Goodrich
(Grayling) Crawford AuSable
Hale
Hancock
Harbor Beach

A. Districts with a Required Course in Consumer Economics continued...

Hartford
Hastings
Hazel Park
Hesperia
Hillsdale
Holly
Holt
Holton
Homer
Hopkins
(Houghton) Portage Township
Hudson
Imlay City
(Indian River) Inland Lake
Inkster
(Inkster) Cherry Hill
Ironwood
(Ishpeming) Nice
(Jackson) East Jackson
(Johannesburg) Johannesburg-Lewiston
(Kinde) North Hudson
Kingston
Laingsburg
Lake City
Lawton
Leland
(LeRoy) Pine River
Leslie
(Livonia) Clarenceville
(listed under Farmington Hills)
Lowell
Mackinac Island
(Madison Hgts.) Madison
Manistique
Marcellus
Marenisco
Mason
Mendon
Milan
Millington
Montague
(Morley) Morley-Stanwood
(Mt. Clemens) Clintondale
(Muskegon) Oakridge
(Muskegon) Reeths-Puffer
Napoleon
New Buffalo
North Branch
Oak Park
Onekama
Ontonagon
Perry
Pittsford
Portage
Potterville
Redford Union
(Redford) South Redford
Reed City
(Republic) Republic-Michigamme
(Richland) Gull Lake
Rockford
Rogers City
Rudyard
(Saginaw) Buena Vista
(Saginaw) Saginaw Township
(Saginaw) Swan Valley
(St. Clair Shores) Lakeview
(St. James) Beaver Island
(also listed as Charlevoix-Emmet)
St. Johns
Schoolcraft
(Scottville) Mason County Central
Shelby
Shepherd
Sparta
(Standish) Standish-Sterling
Stockbridge
Sturgis
Suttons Bay
Tekonsha
Traverse City
Vanderbilt
Vassar
(Vermontville) Maple Valley
Vestaburg
Vicksburg
(Warren) Van Dyke
Watervliet
Whitmore Lake
(Wyoming) Godfrey-Lee
(Wyoming) Godwin Heights

B. Districts with Both Required and Elective Courses in Consumer Economics

Fifty-two Michigan school districts offer one or more elective consumer economics courses in addition to a course which is required for graduation. These 52 districts overlap by 10% the percentage of districts with required courses and the percentage of districts with elective courses.

52 MICHIGAN PUBLIC SCHOOL DISTRICTS WHICH HAVE BOTH REQUIRED AND ELECTIVE CONSUMER AND/OR ECONOMIC EDUCATION COURSES

Addison
Athens
Atlanta
Bangor
Brighton
Byron
Cadillac
Calumet
Capac
Central Lake
Clinton
Coleman
(Cooks) Big Bay de Noc
Dowagiac Union
Durand
Ecorse
Frankenmuth
Gaylord
Gladwin
Goodrich
Hale
Hancock
Hillsdale
Holly
Holt
(Houghton) Portage Township
Hudson
Imlay City
(Ishpeming) Nice
Kingston
Leslie
Mackinac Island
Manistique
Milan
(Mt. Clemens) Clintondale
(Muskegon) Oakridge
North Branch
Onekama
Ontonagon
Perry
Pittsford
(Redford) South Redford
Rudyard
(Saginaw) Buena Vista
(St. Clair Shores) Lakeview
(St. James) Beaver Island
(also listed as Charlevoix-Emmet)
Schoolcraft
Sturgis
Vassar
(Vermontville) Maple Valley
Whitmore Lake
(Wyoming) Godwin Heights

C. Districts with Elective Courses in Consumer Economics

One or more separate courses in consumer or economic education are offered as electives in 337 (63%) of the state's 535 public school districts. Of the districts which reported on the subject areas, nearly half of the elective courses are offered through the home economics department under a variety of course names. The balance of the elective courses are offered, in order of frequency, by the business, social studies, math, science, and health departments.

337 MICHIGAN PUBLIC SCHOOL DISTRICTS WHICH HAVE ELECTIVE CONSUMER AND/OR ECONOMIC EDUCATION COURSES

(Includes 52 districts which also have elective courses.)

Addison
Adrian
Alba
Albion
Algonac
Allendale
Allen Park
Alma
Ann Arbor
Athens
Atlanta
Bangor
Bath
(Battle Creek) Harper Creek
(Battle Creek) Pennfield
Bay City
(Bay City) Bangor Township
Bear Lake
Beaverton
Belding
Bellaire
(Belleville) Van Buren
(Benzonia)(Honor) Benzie County Central
Bergland
Berkley
Berrien Springs
Big Rapids
Birmingham
(Blanchard)(Elmore) Montabella
Blissfield
Bloomfield Hills
Bloomingdale
Boyne Falls
Breckenridge
(Brethren) Kaleva-Norman-Dickson
Bridgeport-Spaulding
Brighton
Britton Macon
Bronson
(Brooklyn) Columbus
Brown City
Buchanan
Burr Oak
(Burton) Bendle
Byron
Cadillac
Caledonia
Calumet
Camden-Frontier
Capac
(Carleton) Airport
Carrolton
Carsonville-Port Sanilac
Caseville
Cass City
Cedar Springs
Center Line
Central Lake
Charlotte
Chassell Township
Chelsea
Clare
Clarkston

C. Districts with Elective Courses in Consumer Economics continued...

Clawson
Clinton
Clio
Coldwater
Coleman
Coloma
Comstock
Comstock Park
Constantine
(Cooks) Big Bay de Noc
Coopersville
Corunna
Croswell-Lexington
(Crystal Falls) Forest Park
Dansville
Davison
Dearborn
Dearborn Heights
(Dearborn Hgts.) Crestwood
Decatur
Deckerville
Deerfield
Delton Kellogg
DeTour
DeWitt
Dowagiac Union
Dundee
Durand
East Detroit
East Jordan
Eaton Rapids
Eau Claire
Ecorse
Elk Rapids
(Elsie) Ovid-Elsie
(Erie) Mason
Ewen-Trout Creek
(Fairgrove) Akron-Fairgrove
Farmington
Flushing
Fowler
Fowlerville
Frankenmuth
Freeland
Free Soil
Fremont
Galesburg
Galien Township
Garden City
Gaylord
Genesee
Gladstone
Gladwin
Gobles
Goodrich
Grand Blanc
Grand Haven
Grand Ledge
Grand Rapids
(Grand Rapids) East Grand Rapids
(Grand Rapids) Forest Hills
(Grand Rapids) Kelloggsville
(Grand Rapids) Kenowa Hills
Grandville
Grant
Grosse Ile Township
Grosse Point
Gwinn
Hale
Hamilton
Hamtramck
Hancock
Hanover-Horton
Harbor Springs
Harper Woods
(Harris) Bark River-Harris
Harrison
Hartland
Haslett
Hemlock
Highland Park
Hillman
Hillsdale
Holland
(Holland) West Ottawa
Holly
Holt
(Houghton) Portage Township
Houghton Lake
(Howard City) Tri County
Hudson
Hudsonville
Ida
Imlay City
(Inkster) Westwood
Ionia
(Iron Mountain) North Dickinson
Ishpeming
(Ishpeming) Nice
Ithaca

C. Districts with Elective Courses in Consumer Economics continued...

(Jackson) Northwest
Kalamazoo
Kalkaska
Kent City
Kentwood
Kingsley
Kingston
Lake Linden-Hubbell
Lake Orion
(Lake Odessa) Lakewood
Lakeview
L'Anse Township
Lansing
(Lansing) Waverly
Lapeer
Leslie
Lincoln Park
Linden
Litchfield
Livonia
Ludington
Mackinac Island
Mackinaw City
(Madison Heights) Lamphere
(Madison Heights) Madison
Manistee
Manistique
Manton
(Maple City) Glen Lake
Marion
Marlette
Marquette
Martin
Marysville
Mattawan
Mayville
McBain
Melvindale-Northern Allen Park
Memphis
Menominee
(Middleville) Thornapple Kellogg
Milan
(Milford) Huron Valley
Mio Au Sable
Monroe
Montrose
Morenci
Morrice
Mount Clemens
(Mount Clemens) Clintondale
(Mount Clemens) L'Anse Creuse
Mount Pleasant
(Mount Pleasant) Beal City
Muskegon
(Muskegon) Mona Shores
(Muskegon) Oakridge
(Muskegon) Orchard View
Negaunee
Newaygo
(Newberry) Tahquamenon
New Lothrop
Niles
(Niles) Brandywine
North Adams
North Branch
Norway-Vulcan
Okemos
Onaway
Onekema
Onsted
Ontonagon
(Ortonville) Brandon
Oscoda
(Otisville) Lake Ville
Otsego
(Ottawa Lake) Whiteford
Owendale-Gagetown
Owosso
Oxford
Parchment
(Parma) Western
Paw Paw
Peck
Pellston
Pentwater
Perry
(Petersburg) Summerfield
Pewamo-Westphalia
Pickford
(Pigeon) Elkton-Pigeon-Bay Port
Pinckney
Pinconning
Pittsford
Plainwell
Plymouth-Canton
Pontiac
Port Hope
Port Huron
Portland
Posen
(Powers) North Central
Quincy

C. Districts with Elective Courses in Consumer Economics continued...

Rapid River
Ravena
Reading
(Redford) South Redford
Reese
(Remus) Chippewa Hills
Richmond
River Rouge
Riverview
Rochester
(Rock) Mid Penninsula
(Rockwood) Gibraltar
Romeo
Romulus
(Romulus) Woodhaven
(Roscommon) Gerrish-Higgins
Roseville
Royal Oak
Rudyard
(Saginaw) Buena Vista
(St. Clair) East China Township
(St. Clair Shores) Lake Shore
(St. Clair Shores) Lakeview
(St. Clair Shores) South Lake
St. Ignace
(St. James) Beaver Island
(also listed as Charlevoix-Emmet)
St. Joseph
Saline
Sand Creek
Saranac
Sault Ste. Marie
Schoolcraft
South Haven
Springport
(Stambaugh) West Iron County
(Stevensville) Lakeshore
Sturgis
Swartz Creek
Taylor
Tecumseh
(Temperance) Bidford
(Three Oaks) River Valley
Three Rivers
Trenton
Ubly
Union City
Utica
Vassar
(Vermontville) Maple Valley
Waldron
Walkerville
Walled Lake
Warren
(Warren) Fitzgerald
Warren Woods
Waterford
Watersmeet Township
Wayne-Westland
Webberville
West Branch-Rose City
White Cloud
White Pigeon
White Pine
Whitmore Lake
Whittemore-Prescott
Williamston
Wyandotte
(Wyoming) Godwin Heights
Ypsilanti
(Ypsilanti) Lincoln
(Ypsilanti) Willow Run
Zeeland

D. Districts with No Separate Course in Consumer Economics

Most districts report that they incorporate consumer and economic education units and/or concepts in several required and elective courses, primarily in social studies, home economics, business, math and career education, and in a few instances, in science and health. Many of the 99 districts (19%) which do not have separate courses reported local planning for the integration of consumer economic education units and individual concepts in a number of other courses. Several districts, including a major project by Saginaw School District, reported infusion of consumer economic education concepts in appropriate areas of the elementary school program, although most of the survey respondents restricted their comments to secondary or high school programs.

The approaches to consumer economics education represented in the list of districts which do not offer a separate course are:

- consumer economics units of different lengths in required courses
- consumer economics concepts integrated into required courses
- consumer economics units in elective courses
- consumer economics concepts integrated into elective courses
- consumer economics concepts "occurring naturally" in required and elective courses, but not as a result of local district planning.

99 MICHIGAN PUBLIC SCHOOL DISTRICTS WHICH DO NOT HAVE A SEPARATE CONSUMER AND/OR ECONOMIC EDUCATION COURSE

Alanson Littlefield
Allegan
Almont
Alpena
Armada
(Atlantic Mine) Stanton Township
(Auburn Heights) Avondale
AuGres - Sims
Bad Axe
Baldwin
Benton Harbor
Bessemer
(Big Bay) Powell
Birch Run
(Burton) Bentley
Bridgman
Buckley
Caro
Carson City
Cassopolis
Cheboygan
Chesaning Union
(Dollar Bay) Osceola Township
East Lansing
East Tawas
(Eben Junction) Rock River - Limestone Township
Escanaba
(Fife Lake) Forest
Flat Rock
(Flint) Beecher
(Flint) Carman - Ainsworth
Fraser
(Grand Marais) Burt
(Grand Rapids) Northview
Grass Lake
Greenville
Hart
Howell
Iron Mountain
Jackson
(Jackson) Vandercook
Jenison
Jonesville
(Kingsford) Breitung
Lawrence
(Lincoln) Alcona
Mancelona
Manchester
(Marshall) Marlee
Marshall
Merrill
Mesick
Michigan Center
(Middleton) Fulton
Midland
(Midland) Bullock Creek
(Monroe) Jefferson
(Mt. Clemens) Chippewa
Mt. Morris
Munising
Muskegon Heights
(New Baltimore) Anchor Bay
(New Boston) Huron
New Haven
North Muskegon
Northport
Northville
Novi
Olivet
(Painesdale) Adams Township
Palo
(Paradise) Whitefish Township
Petoskey
(Ramsay) Bessemer Township
Saginaw
St. Charles
St. Louis
Sandusky
Sanford
Saugatuck
(Sebawaing) Unionville - Sebawaing
Southfield
Southgate
South Lyon
Springfield
Spring Lake
(Stanton) Central Mountain
Stephenson
(Sturgis) Nottawa
(Trenary) Mathias
Troy
(Twining) Arenac Eastern
Wakefield
Wayland
West Bloomfield
Whitehall
Wolverine
Wyoming
Yale

E. Interdisciplinary Programs in Consumer Economics

Thirteen districts specifically reported that they have developed interdisciplinary programs, with staff members from several subject areas working together during course development and teaching.

Required Course	Elective Course
Detroit	Ishpeming (required course also)
Flint	(Lansing) Waverly
(Indian River) Inland Lakes	Lincoln Park
Ishpeming	Livonia
Oak Park	Walled Lake
Reed City	Wayne-Westland
	Wyandotte
	Ypsilanti

The Flint Economics & The Consumer Program is designed to serve high school students, particularly 11th and 12th graders, by providing a program in the areas of basic and consumer economics. The program is unique in that it can function on an interdisciplinary basis in social studies, home economics, and business education. It closely follows objectives suggested by the Michigan Department of Education, the Michigan Consumer Education Center, the Michigan Life Role Competencies guidelines, and similar guidelines from selected educational systems.

It offers a plan through which the following topics and skills can be studied:

Values/Goals Clarification & Budgeting
Buying Decisions
The American Economy
Money, Credit, and Financial Institutions
Economic Rights, Responsibilities, and Protection

The ETC Program offers a Course Outline, an ETC Activity Kit, student materials, and inservice to assist in effective application of the program.

Inservice is presented by project staff, ETC committee members, and/or high school teachers experienced in the program. The Flint Economics and the Consumer program is an Elementary and Secondary Education Act, Title IV-C project. Flint reports that the following Michigan schools are using Economics and The Consumer materials:

Beal City Public Schools
Cabrini High School
Calumet High School
Cherry Hill High School
Davison High School
Goodrich High School
Grand Blanc High School
Grosse Ile High School
Hazel Park High School
Huron High School
Kearsley High School
Lake City High School
Lake Fenton High School
Lake Linden High School
Livonia High School
Montabella Community Schools
Our Lady of Mt. Carmel
Pellston High School
Redford Union High School
Riverview High School
Southgate Community Schools
St. Agatha High School
Westwood Community Schools
Woodhaven High School
Wyandotte Public Schools

For further information regarding the Flint program, contact:

Alex Toth, Project Director
Flint Community Schools
923 East Kearsley Street
Flint, Michigan 48502
(313) 762-1006

F. Names of Consumer Economics Courses

Representative names of both required and elective courses in consumer economics throughout Michigan are:

The Consumer
Consumer Awareness
Consumer Buying
Consumer Decisions
Consumer Economics
Consumer Education
Consumer Law
Consumer Management
Consumer Math
Consumer Mechanics
Consumer Preparation
Consumer Problems
Consumer Science
Consumer Skills
Consumer Strategies
Consumerism
Dollars and Sense
Economics
Economics and the Consumer
Financial Survival Skills
Health and the Consumer
Independent Living
Medical Consumerism
Money and the Teen
Money Management
Planning for Your Future
Single Living
Skills for Successful Living
Today's Consumer
Your Money and You

G. Needs and Issues Related to Strengthening Consumer Economics Programs

Survey respondents were asked to rank the following needs in their districts in order to deliver more effective consumer economics education:

Inservice workshops

Credit courses for teachers

Greater availability of materials providing consumer economics education content

Greater availability of materials providing teaching/learning strategies and activities

Development of greater interest and participation within the community

RANKING OF NEEDS IDENTIFIED BY LOCAL DISTRICT STAFF

Overall Ranking	Required Courses Only	Required & Elective Courses	Elective Courses Only	No Separate Course
Strategies	Strategies	Content	Strategies	Interest
Content	Content	Strategies	Content	Strategies
Inservice	Inservice	Inservice	Interest	Inservice
Interest	Interest	Interest	Inservice	Content
Courses	Courses	Courses	Courses	Courses

The greatest overall response was a request for new materials on teaching strategies, with up-to-date content materials a close second. Only a few of the districts with required consumer economic education courses indicated that stronger community and student interest are

still needed. Yet for districts without separate consumer economics courses, greater community interest, teacher interest, and student interest were ranked as the greatest needs.

Personal interviews in the telephone phase of the survey permitted a discussion of some of the issues related to local consumer economics curriculum decisions. Among the issues mentioned by local school district staff are:

- insufficient interest and commitment from faculty and administrators to plan for required consumer economics course
- insufficient interest from parents and students to fill elective consumer economics courses
- desirability of infusing consumer economics concepts into existing courses for students whose schedules will not permit a separate course
- overall budgetary limitations and funding restrictions.

For persons interested in strengthening local consumer economics programs, a suggested procedure for implementation is included in the appendix of this report. The suggested procedure is taken from the 1979 Michigan Consumer Economics Education Guidelines, a publication of the Michigan Department of Education.

APPENDIX

-- Methodology and Limitations of the Survey

-- 1980 Consumer Economics Survey Instrument

-- A Suggested Procedure for Implementing Consumer Economics Education

-- Sources of Additional Information and Assistance

METHODOLOGY AND LIMITATIONS OF THE SURVEY

This study was conducted by the Michigan Consumer Education Center, April through October, 1980. The following procedure was used in conducting the study:

1. Identified the need for and purposes of the study, based on discussions with teachers, administrators and Michigan Department of Education staff.
2. Secured funding to conduct the survey from the National Bank of Detroit.
3. Reviewed the literature on models which have been used in conducting surveys of status of consumer economics education in schools.
4. Designed survey instrument, reflecting need for and purposes of the study.
5. Developed a mailing list of the 535 public school districts in Michigan.
6. Mailed first survey instrument, with a cover letter, to all 535 school district superintendents for curriculum and instruction.
7. Designed and mailed follow-up survey to those districts not responding to the first mailing.
8. Conducted telephone interviews with staff members of school districts which had not responded to the two mailings.
9. Compiled and analyzed data from the completed survey instruments.
10. Printed and disseminated survey results to each of the 535 Michigan school districts and other interested persons.

The data obtained in this study are based on the individual perceptions of the respondents. No attempt was made to identify essential concepts or to restrict the definition of consumer and economic education. Caution should be used when interpreting the high incidence of required and elective consumer economics courses in Michigan schools. This study did not evaluate the content of the courses, resources used, or the quality of teaching and learning.

1980

SURVEY OF THE STATUS OF CONSUMER ECONOMICS EDUCATION IN MICHIGAN SCHOOLS

Michigan Consumer Education Center
215 University Library
Eastern Michigan University
Ypsilanti, Michigan 48197
313 / 487-2292

For the purposes of this survey, please include all courses which are labeled consumer education, economic education, or a combination of these areas of study.

Name of School District _____

Address _____

Street City State Zip ISD

Name of Person Completing Questionnaire _____

Description of School District Setting:

☐ Mostly Rural ☐ Urban (Less than 25,000) ☐ Urban (More than 25,000)

Approximate student enrollment in your school district _____

Do you want to receive a copy of the survey findings? ☐ Yes ☐ No

Please place an "X" in the box beside the appropriate answers and fill in other requested information.

1. Organization of consumer economics education in your district:

YES NO

☐ ☐ Separate consumer economics education course required for graduation
Length of course _____
Grade level (s) _____
Number of schools involved: ____ jr. high ____ sr. high

☐ ☐ Separate consumer economics education course (s) offered as elective (s).
Length of course _____
Grade level (s) _____
Subject area (s) _____

☐ ☐ Separate consumer economics education unit (s) required.
Length of unit (s) _____
Subject area (s) and grade level (s) _____

☐ ☐ Separate consumer economics education unit (s) offered as elective (s).
Length of unit (s) _____
Subject area (s) and grade level (s) _____

☐ ☐ Consumer economics education concepts integrated into regular courses as a result of local curriculum planning.
Elementary grade (s) and subject area (s) _____
_____
Secondary course (s) and grade level (s) _____
_____

2. Faculty assignments for teaching separate consumer economics education courses in your district.

☐ Does not apply (no separate courses)

☐ Single department assignment
Please indicate which department has responsibilty for required course:

☐ Business Education ☐ Home Economics ☐ Social Studies

☐ Other (please list) _____

☐ Multi-disciplinary team (subject areas): _____

_____

☐ Other (please describe) _____

_____

3. Has your district or a school within it developed materials for use in a consumer economics education course?

YES	NO	
☐	☐	Materials for a separate required course
☐	☐	Materials for a separate elective course
☐	☐	Materials for integration of consumer economics education concepts into secondary coursework
☐	☐	Materials for integration of consumer economics education concepts into elementary coursework

4. In order for your district to deliver more effective consumer economic education, which of the following do you feel are needed in your district? Please rank the items you select, with "1" representing the greatest need.

_____ Inservice workshops for teachers

_____ Credit courses for teachers

_____ Greater availability of materials providing consumer economics education content

_____ Greater availability of materials providing teaching/learning strategies and activities

_____ Development of greater interest and participation within the community

_____ Other (please list) _____

5. If your district or schools within your district have been involved in consumer economics education curriculum planning or materials development since 1975, would you give us the name of the person who can provide additional information about the program?

Name _____
Position _____
School _____
Address _____
Phone _____

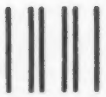
Please fold, staple and mail this postage-paid form, with the address of the Michigan Consumer Education Center on the outside.

Funds for Printing
and Mailing this
SURVEY OF THE STATUS OF CONSUMER ECONOMIC EDUCATION
IN MICHIGAN SCHOOLS
Were Provided By The
NATIONAL DETROIT CORPORATION AND AFFILIATED BANKS

NB
D

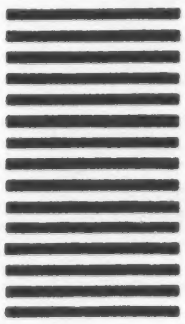
BANKS

- National Bank of Detroit
- NBD Commerce Bank, Lansing
- NBD Port Huron Bank
- NBD Troy Bank
- NBD Dearborn Bank
- Grand Valley National Bank, Grandville
- First State Bank of Saginaw
- NBD Portage Bank
- Peoples Bank & Trust of Alpena
- Farmers & Merchants National Bank in Benton Harbor



FIRST CLASS

Permit No. 285
Ypsilanti, Mich.
48197



BUSINESS REPLY MAIL
No Postage Stamp Necessary If Mailed In The United States

POSTAGE WILL BE PAID BY:

MICHIGAN CONSUMER EDUCATION CENTER
215 UNIVERSITY LIBRARY
EASTERN MICHIGAN UNIVERSITY
YPSILANTI, MICHIGAN 48197

28

A SUGGESTED PROCEDURE FOR IMPLEMENTING CONSUMER ECONOMICS EDUCATION

(From the Michigan Consumer Economics Education Guidelines, 1979. Individual copies may be obtained from Dr. John Chapman, Michigan Department of Education, P. O. Box 30008, Lansing, Michigan 48909.)

The following steps seem appropriate for developing and strengthening elementary through adult consumer economics education in a local school district.

1. Establish a broad based Consumer Economics Education Advisory Committee with representatives from:

   A. Teachers
   B. Administrators
   C. Parents
   D. School Board Members
   E. Students
   F. Business and Industry
   G. Civic Organizations
   H. Labor Unions
   I. Local Government
   J. Consumer Groups

2. Adopt a written philosophy of consumer economics education consistent with the educational philosophy of the local school district.
3. Assign a qualified staff member as coordinator of consumer economics education in the local school district. The coordinator:

   A. Must be familiar with consumer economics education philosophies, strategies and resources.
   B. May be part of the school system, or may be provided through the intermediate school district or other educational agency.
   C. Should be given adequate released time to effectively coordinate consumer economics education.
   D. Will be responsible for planning, implementing and evaluating consumer economics education.

E. Will be responsible for facilitating all necessary inservice.

F. Will assist in identifying and strengthening consumer economics education resource materials.

G. Will identify and/or develop instruments to evaluate the effectiveness of consumer economics education.

H. Will promote the need for consumer economics education among students, teachers, counselors, administrators and community.

4. Assess the current status of consumer economics education in the district in terms of student needs, curriculum, staff competencies, facilities, and materials.

5. Identify goals which are consistent with the educational philosophy of the local school district.

6. Identify performance objectives for elementary through adult consumer economics education consistent with the goals.

7. Analyze which objectives are currently being met by grade level and discipline. Eliminate unnecessary duplication.

8. Determine which objectives are not currently a part of the curriculum. Decide which department and/or grade level will be responsible for integrating each objective. All or a combination of the following may be used:

A. Provide separate courses in consumer economics. Such courses may be semester, full year, or mini-courses.

B. Integrate consumer economics objectives into existing courses and units in various disciplines.

C. Use a multidisciplinary approach such as team teaching and concurrent scheduling of related classes.

D. Develop school activities and learning opportunities such as assembly programs, independent research and work study projects, and extracurricular school sponsored activities.

E. Incorporate community resources into consumer economics education.

SOURCES OF INFORMATION AND ASSISTANCE

Consumer and economic education curriculum developers and program planners can contact the following sources of additional information and assistance:

Association of Michigan Economic Education Centers
109 Olds Hall, BOA Department
Michigan State University
East Lansing, Michigan 48824
517/353-8676 or 517/355-0252

Career Education Resource Center
Third Floor, Erickson
Michigan State University
East Lansing, Michigan 48824
517/353-4397

Center for Economic Education
School of Continuing Education
Central Michigan University
Mt. Pleasant, Michigan 48859
517/774-3870 or 517/774-3653

Center for Economic Education
Business Law and Office Administration
Michigan State University
East Lansing, Michigan 48824
517/355-6661 or 517/355-0252

Center for Economic Education
410-B Cohodas Administrative Center
Northern Michigan University
Marquette, Michigan 49855
906/227-2920

Center for Economic Education
School of Business Administration
Wayne State University
Detroit, Michigan 48202
313/577-4558

Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036
212/582-5150

Michigan Consumer Education Center
College of Education
215 University Library
Eastern Michigan University
Ypsilanti, Michigan 48197
313/487-2292

Michigan Consumers Council
414 Hollister Building
Lansing, Michigan 48933
517/373-9047

Michigan Department of Education
Box 30008
Lansing, Michigan 48909
517/373-6336

U. S. Department of Education
Office of Consumers' Education
400 Maryland Avenue S. W.
Washington, DC 20202
202/653-5983

In addition, the Michigan Consumer Education Center coordinates activities of the Michigan Inter-University Committee on Consumer Economic Education. Committee members at each of the following participating universities have experience in delivering inservice programs for secondary teachers

Central Michigan University
Eastern Michigan University
Ferris State College
Mercy College
Michigan State University
Northern Michigan University
Wayne State University
Western Michigan University

The Michigan Consumer Education Center contains an extensive collection of films, filmstrips, video-cassettes, text and reference books, periodicals, curriculum guides, and course and unit outlines. These materials are available without cost for preview and evaluation by educators.

Suggested resources for use in developing and strengthening consumer economics courses are listed, with addresses for obtaining these publications on page 28.

Classification of Concepts in Consumer Education (A 1980 publication of the Consumer Education Development Program, available from the Michigan Consumer Education Center.)

Consumer Economics Education Guidelines (A 1979 publication of the Michigan Department of Education.)

Effective Consumer Education Programs (A 1979 publication of the Consumer Education Development Program, available from the Michigan Consumer Education Center.)

Master Curriculum Guide in Economics for the Nation's Schools: Basic Concepts (A 1977 publication of the Joint Council on Economic Education, Pub. No. 253, $2.50.)

Michigan Career Education Career Development Goals and Performance Indicators (A 1974 publication of the Michigan Department of Education, available from MSU Career Education Resource Center, $2.00.)

The Michigan Life Role Competencies (A 1980 publication of the Michigan Department of Education.)